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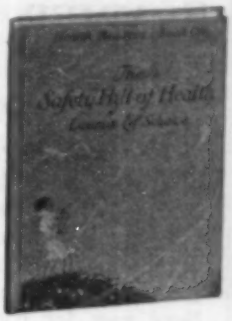

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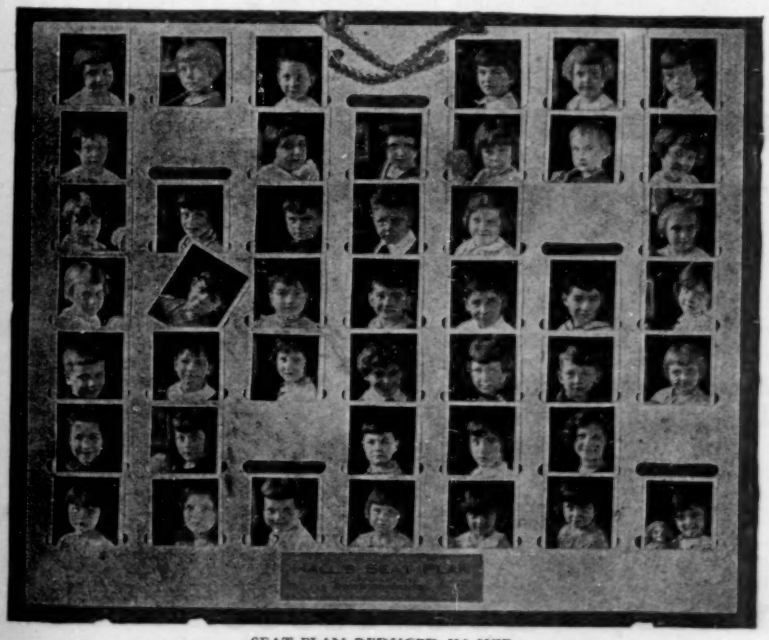

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Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

Turning the Pages

Taxpayers frequently charge public school authorities with recklessly spending money on "fads and frills." Yet almost every expansion of the schools' programs has come in answer to demands from citizens. In his article, "The Truth About 'Fads and Frills,'" Mr. Willis E Tower shows how the luxuries of yesterday have become necessities today.

•

The youth who is granted entire freedom in the spending of money is not receiving a square deal from his parents, in the view of Carl L. Schrader of the Massachusetts Department of Education. He thinks there should be parental supervision even in cases where pupils earn the money which they spend. Here is something to start new thought-currents.

•

School horizons can be broadened to good advantage by inviting outsiders to talk to the pupils. How readily and effectively this can be done is set forth by Frank R. Page, who knows whereof he speaks.

•

Dr. Charles B. Lewis, in charge of Health and Physical Education in the public schools of Providence, has summarized for Journal of Education readers the objective and methods of operation of a health program for senior high schools.

•

There's more in summer schools than the mere opportunity to amass "credits." These schools have had a phenomenal growth in the past twenty years or so. Professor A. H. Rice of Boston University discusses this in "Why the Summer School?" Your loss if you skip it.

•

An authority on magazine cosmetics, or magazine make-up, which is the same thing obviously, has objected to our custom of starting some articles a few inches down the page. He thinks each important headline should appear at the top of a page, and that whenever necessary to accomplish this, an article should be broken at the bottom of a page and continued in the rear of the magazine.

We wonder if the comfort of the reader isn't better served by letting him finish one story at a time without jumping hurdles. THE PUBLISHERS.

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AUTHORS: GEORGE BURTON HOTCHKISS, M.A., *Professor of Marketing, New York University School of Commerce, Accounts, and Finance,* and CELIA ANNE DREW, Ph.B., *Instructor in English, High School of Commerce,* New York, N. Y.

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JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

World-Crisis Education

SINCE 1927 there have been unprecedented discoveries, revelations, and creations affecting civic, economic, and social life. There have been greater creations of microscopes and telescopes, of spectroscopes and stethoscopes in these five years than in any quarter of a century in three hundred years.

Everybody is already vitally affected in every way by the vastness of the newness of the world crisis.

From conception to cremation education is a necessity as it never was before.

Teaching and learning are wholly new activities made necessary by the world crisis.

Teachers are the only persons who have been scientifically taught the art of learning. Now teachers must learn how to teach, what to learn, how to learn, and how to use to advantage everything they learn.

Everybody is at the mercy of teachers who are responsible for the new civilization. Everybody is interested in having every teacher, physically, mentally and professionally, in condition to adapt the science of the educator of yesterday to the responsibilities of the education of the world crisis.

It is a criminal tragedy to have any teacher financially, socially, professionally deflated while solving problems such as have never been presented to any one in America in any other crisis.

• • •

Teachers of Teachers

ONE of the most important meetings in the interest of the teachers of teachers was held in the Hotel Pennsylvania, New York City, April 7, 8, 9.

In all my professional activities I have been specializing on meetings for the benefit of teachers of teachers. Though I made five brief addresses at these meetings my thought was given to the "Seventh Annual Conference of the Eastern States Association of Professional Schools for Teachers," an organization under the leadership of Ambrose L. Suhrie of New York University and a small group of associates which has developed during the past seven years into one of the most marvelous—almost miraculous—organizations of professional education.

If the world crisis had done nothing else in six years than to make that meeting of two thousand professional enthusiasts of teachers of teachers possible it would have been of inestimable value.

There were many general sessions and conference section meetings. I was a devoted listener somewhere all the time, and I never once heard the words deflation, depression, nor any possible suggestion of pessimism.

I was in conversation with teachers of teachers when I was not listening to specialists, and never in the three days did I hear any one talk about personal, neighborhood, or public distress.

Everybody, everywhere, talked about how wonderful it was that such a meeting could have been the result of annual meetings since 1926.

I refer to a few high spots in one session of a thousand banqueters on Friday evening. No one talked too long. No one was a bore to any one.

The two complimentary official speakers who led off were Dr. William John Cooper, United States Commissioner of Education, and Dr. John W. Withers, president of New York University. They were brilliantly brief, and created an atmosphere that persisted to the end.

Walter Damrosch, the leader of the teachers of teachers speakers, demonstrated as high post-prandial art as he has ever attained as a music composer or conductor. He was fascinating in every sentence.

Samuel C. Schmucker, biological scientist, West Chester, Pennsylvania, read a brief paper that was a scientific and a religious classic. We have known no one to serve either cause better than Dr. Schmucker met the need of both.

Herman Harrell Horne of Columbia University classified the importance of philosophy in the world crisis by solving the problems of life and love, of culture and character, of creed and caste for the new civilization.

The culmination was the poetry of Wilson McDonald of Toronto, who captured an audience that had been in the same seats from 6.30 to 10.30 so completely by just reading his own poetry that they would have kept him reading till midnight.

There was no poem that had not been written for an occasion which the youngest and the oldest, saint and sinner, did not appreciate socially, civically, and economically as though written for himself.

• • •

Pennington School, New Jersey

THE Pennington School for Boys, five miles from Princeton University, Francis Harvey Green, headmaster, has scholastic recognition unsurpassed, a literary flavor equal to that

of any college, a faculty that is wonderful, and a religious spirit that is inspiring.

Dr. Francis Harvey Green has a personal collection of rare books, autographed by authors, personal letters of famous authors, orators, artists in various fields.

There are portraits, photographs and rare engravings classified by specialists, on the walls of every corridor, hall, classroom, and office. These promote artistic and scholastic attainments.

Dr. Francis Harvey Green has created a range of friendships and experiences, national and international, that bring to the Pennington School acquaintances such as only students at Harvard, Yale, and other famous universities can enjoy.

We know of no other secondary school that has such a combination of cultural associations as youth receive in the atmosphere of the Pennington School.

• • •

Mrs. Mary D. Bradford

MRS. MARY D. BRADFORD of Kenosha is one of the most distinguished educators of Wisconsin. No other man or woman now living has had the range of service in education that Mary Bradford has had in extent or in quality of education promotion.

There has been no time in more than half-a-century that any educator in the state has been of greater importance, professionally, civically, or socially, than has Mrs. Bradford.

Mrs. Bradford was the first educator in Wisconsin to be accepted as a wise adviser and counselor in the National Education Association.

She was a vital force in Kenosha from her early girlhood, as a teacher in a one-room school until she taught in the grades, in the high school, and gave the city distinction as a supervisor, and then as superintendent was accepted as supremely wise and forceful locally and in state councils.

Today Mrs. Mary D. Bradford has the mental alertness, professional poise and buoyancy that have characterized her leadership in all the years.

• • •

From Norwalk to Newton

AN UNPRECEDENTED combination of exceptional conditions is responsible for the election of John Lund of Norwalk, Connecticut, to the superintendency of Newton, Massachusetts, six months before he will enter upon service there.

Newton is one of the most tempting city superintendencies, professionally, in the country, and the school board had no restrictions as to their choice. They sought the best man in service in any city comparable in size, in civic and in residential significance to Newton.

Superintendent U. G. Wheeler of Newton will retire because of age limit on September 1. At the Detroit meeting of the Department of Superintendence in February, 1931, the school board of Newton began canvassing for a successor, and made their decision at the Washington meeting in 1932.

The selection of the superintendent of a city of 40,000 population in Connecticut was a high compliment to the person selected, to the city from which he comes, to the state, to New England, to Yale University, and to the National Child Welfare Association that is primarily responsible for the personal attainments and professional achievements of John Lund in Norwalk.

From every point of view Newton has always been a community of distinction from earliest times.

The first tax-built roadway in New England was to Newton Lower Falls, the limit of Newton, which was officially stated to be as far as the roadway would ever be needed.

The schools of Newton have always been free from any restrictions—financial, political, or professional. City management of Newton at present has no deflation or depression.

The schools of Norwalk, Connecticut, are recognized by the Connecticut State Department of Education, by Yale University, and by the National Child Welfare Association, 110 Fifth Avenue, New York, as representative of leadership in character and culture, in scholarship and discipline, and John Lund has unqualified credit for leadership in everything that gives educational distinction to Norwalk.

• • •

Reunion of Graduates

PRESIDENT CHARLES RUSSELL of the Westfield, Massachusetts, Teachers College, has an Easter-week reunion of recent graduates. The purpose is to have the faculty estimate the effect of their teaching on the students as they teach, and learn from these young teachers how to improve the college teaching.

There are demonstrations of class work by members of the faculty. There are leaders in education from Yale and other universities.

It is a remarkable opportunity for the recent graduates, for the faculty of the Westfield Teachers College, for the professors of other universities, and the city superintendents, who in large number improve the opportunity offered by Dr. Russell.

• • •

Indiana Teachers' Conference

SHELTON PHELPS, George Peabody College for Teachers, will conduct a Teacher Training Conference at Indiana State Teachers College, Terre Haute, May 6-7.

This meeting will be dominated by the new "Spirit of Education" which is in evidence everywhere.

Timely Topics

Scholarships for Forty Thousand

EVERY year in the United States forty thousand young men and women are assisted in the securing of a college education by financial grants in the form of scholarships. These grants in most instances range from less than $50 a year to $300. The average is $200.

In ascertaining these facts and in recording them in some detail in a recent bulletin, the United States Office of Education has furnished an impressive proof not only of widespread faith in higher learning but of splendid philanthropic spirit on the part of thousands of Americans.

The savings of a lifetime of industry and prudence have gone into the establishment of the scholarship fund, in countless cases. And the hope of the donor has been that some worthy student who might otherwise be unable to attend university or college would be enabled to do so. No doubt a hope that society would thereby be the gainer has been at the bottom of this form of benefaction. That the individual student would feel grateful to the donor of the scholarship may also have been a motive behind the gift.

• • •

Vocational Interest

JUST as educators were beginning to accept a large share of responsibility for guiding their young charges into suitable occupations, a state of affairs arose in the industrial and commercial world which reduced the choice of a vocation down to the simple question of what job, if any, is available.

But perhaps there is value in this condition, if only to call the attention of guidance experts to the need of greater emphasis upon the study of economic opportunities and demands, and of less emphasis upon the so-called interests of pupils.

The survey conducted by Dr. Harold F. Clark of Teachers College, Columbia University, in the field of guidance, shows quite clearly that the vocational leaning of the boy or the girl may easily be over-rated. Such interests are profoundly influenced by the way the picture of an occupation is painted—whether it seems to be pleasant, well paid and socially desirable. The actual work does not interest or repel the pupil half so much as the rewards.

The work of the world has become so exceedingly complex and so liable to sudden readjustments of supply and demand, as to render any scientific distribution of vocations a practical impossibility. The best that can be done by any school or any community is to help the pupil to avoid serious error and to enter one of several spheres of activity which would be congenial as a life work. How long he will remain there or how well he will succeed must be determined by a future which no one can safely predict nowadays.

• • •

Schoolmen Exonerated

THE free sampling of textbooks by school officers and teachers unquestionably figures in the cost of these books and the prices which have to be charged for them. Publishers are by no means agreed as what should be done about this item of expense. Some publishers have undertaken to restrict free distribution, while others hesitate lest their efforts to do so should be misinterpreted.

All of them are, of course, agreed that the privilege should not be abused—as when numerous copies of a text are demanded for inspection by a large committee, or when samples are sent for without any thought of adopting the book.

Persons claiming to know have sometimes asserted that there are school officers who are not only careless in their exercise of the sampling privilege, but flagrantly dishonest. They are, in effect, accused of making a business of requesting books and then selling them.

It is easy for an indictment of this sort, which might be true of a very few individuals, to spread suspicion over the entire school profession—just as the word "graft" has tarred all who engage in municipal politics, the upright along with the crooked.

The school profession deserves to be defended from any such aspersion. This profession has never welcomed to its membership persons of low character, and if it has included some of that sort it has soon rid itself of them.

The head of an important firm of book jobbers was recently asked his opinion of the charge that many schoolmen make a practice of requesting samples in order to sell them.

Here is his reply:—

> "This charge has been frequently broadcast by publishers' agents, who no doubt believe it to be true. It has been printed in more than one educational journal, and it has been published in at least one book about school administration, and I am glad of an opportunity to scotch it, because it is *not true*. It is, of course, possible that the thing has happened in rare instances, but it is not true in any general sense, and it is not true that there are even a few who do it. School people generally are so conscientious that it seems unfair to have any suspicion of this kind attached to them."

Auson W. Belding

The Truth About "Fads and Frills"

By WILLIS E. TOWER

District Superintendent, Senior High Schools, Chicago

WE have all heard of "fads and frills" in the high schools. What is a fad or frill in school? There are several definitions. One of them reads: "A fad or frill is anything that was not taught when you went to school."

We hear the same expression used about modern conveniences. These were considered fads and frills when first introduced. Take, for example, the Typewriter—it took many business men a long time to become satisfied that a typewritten business letter is better than one written in long hand. The same thing was true of the Telephone. This convenience, that is indispensable today, was taken up slowly, forty years ago, when it was being introduced.

The automobile, the electric light, the radio, the airplane, and the moving picture, to mention but a few examples, have all been fads or frills until their use became a habit and a necessity. This is true in every field of endeavor. Thus, the business man, the farmer, the manufacturer, and the teacher find it necessary to keep in step with the development and needs of the times. In any line of achievement a man must be up-to-date to succeed.

This is especially true of education. The public demands that the schools be progressive, up-to-date, and efficient in preparing our young people to be useful, intelligent citizens, who are equipped to meet the conditions of modern life.

•

In order to illustrate the development that has taken place in the schools in a generation, may I mention some of the changes that have come under my own experience. I came to the Englewood High School in Chicago, as a young teacher, in September, 1897, thirty-five years ago next fall. At that time we had but one course in high school, college preparatory. It included in mathematics—algebra and geometry; in English, three or four years' work; in history, ancient, medieval, and American; and in science, biology, physics, and chemistry.

In 1897, the child that went to high school was the exception. He or she had unusual ability and ambitions, or his parents planned to send him to college, or to give him a better education than most young folks had. But three per cent. of persons of high school age were in high school in 1897. Today it is about 60 per cent.

This remarkable increase in the proportion of young people in high school has greatly changed the problems of courses, of instruction, and of administration. Formerly, when high schools gave preparation mainly for college entrance, the problem was comparatively simple. Now, with pupils of a great variety of abilities, interests, ambitions, and opportunities to be considered, it is necessary to fit the pattern to the material provided. We must furnish the training for each of the various groups that will best enable the individual to fit into the conditions of modern life.

WILLIS E. TOWER

Strange as it may seem today, English was considered a fad back in 1900. It had recently been proclaimed as an important subject, and it was required for at least three years in high school. However, there were many who said the course of study was better ten years before when grammar and rhetoric were taught. English was a fad, almost a frill.

The Englewood High School had a steady growth for many years. There were 600 pupils enrolled in 1897. The school was overcrowded; an addition was planned and built. In it was a gymnasium where systematic training and exercise were given to both boys and girls. The school had had a championship football and baseball team before this time, but this was the first opportunity for systematic physical training and health work in the school. This health and physical training, which is now recognized as of great importance, was at this time new, and hence was a "fad."

•

About this time a group of thoughtful mothers of the Englewood community went to the Board of Education and urged that they make some provision for healthful lunches for the high school children, since but few lived close enough to go home at noon. The Board agreed to build a room if the women of the Englewood Woman's Club would conduct it.

Thus was started the first public high school cafeteria in Chicago. Many called it a frill, but it proved such a boon to the children that no high school in America is considered complete without one today.

About this time typewriters came into general use in business offices, and, to provide trained typists, business colleges were opened in many parts of the city. Then parents began to inquire why their children could not be given typewriting instruction in public high school.

These parents contended that their children were as much entitled to be trained in high school for business as other children were to be prepared for college. It took years, however, for this reasonable request to be granted. In the meantime the Englewood High School was loaned twenty typewriters. These were first used in the evening school, as the project was too much of a frill to be approved at once for day school work.

During the past twenty years the commercial courses in our high schools have prepared tens of thousands of young people for efficient service with business houses in our city, fully justifying the claims made twenty-five years ago for the need and value of commercial education for those attending our high schools. This year these commercial courses are being revised to bring them up-to-date and to further increase their value.

Next, as still much larger numbers came to high school, a strong demand was found for various kinds of manual training for boys and household arts for girls. As a consequence, courses in these subjects were authorized. These were established in various high schools. Also, three technical high schools for boys were constructed—the Lane, the Crane, and the Tilden; and one for girls, the Lucy Flower Girls' Technical High School.

In order to meet the needs of many pupils who could remain in high school but two years, there were authorized some twenty years ago seven vocational courses for boys and for girls. Large numbers of pupils take these courses; during the present semester there are enrolled 19,500 students in these short high school courses.

"Strange as it may seem today English was considered a fad in 1900. It had recently been proclaimed as an important subject, and it was required for at least three years in high school. However, there were many who said the course of study was better ten years before when grammar and rhetoric were taught. English was a fad, almost a frill."

The training provided by them is such that many of those completing them have been able to secure employment in the lines of their preparation. These two-year courses are as follows: Commercial—office practice, mechanical drawing, household economics, electric shop, machine shop, auto mechanics, and printing. None of these courses were offered twenty-five years ago. They have been organized and presented for the purpose of better meeting the needs of pupils in senior high schools who are not interested in college preparation, and who find it very helpful to secure training in vocations in which they may be employed on leaving school.

For many years vocal music had been taught in the schools; taught for appreciation and better acquaintance with the fine music of the past and present. As high schools became larger many pupils expressed a desire to form an orchestra or band. These were taught at the close of school as extra-curricular activities without compensation from the Board of Education. But the interest in these music clubs grew apace; musical contests were held; one for glee clubs and choruses, another for high school orchestras, and a third for high school bands. These contests resulted in greatly increased proficiency on the part of these groups, so that the orchestra contests held in Orchestra Hall were reported by music critics to be almost professional in technique and performance. Many of the members of these orchestras and bands on leaving school have joined musical organizations, through which they have made their livelihood; others going to college have been able to pay their way, through joining orchestras in the college town. Hence, music for many students is vocational; all taking part in these activities recognize them as having a permanent place in their lives. Yet music is often called a fad!

No large city high school can be found in America today without a school newspaper. This is usually of the size of a regular daily paper, contains four pages, and may be issued weekly or twice a month. The preparation of material for the dozen or more departments of the paper provides the finest kind of training in writing effective English. This activity has resulted in the organization of courses in journalism that are taught in many high schools today. They are of tremendous value to those privileged to take them.

A feature of high school life which creates much interest in the school, and is of particular value to those taking part, is the *dramatic production*, that is, the school play or operetta. This provides real education through the intensive work put upon the production by its participants.

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In addition to these features of high school life of today, we have what are called extra-curricular activities. Many of the activities previously mentioned were called by this name until recently. These extra-curricular activities are usually in the form of clubs that are composed of students interested in making achievements in special lines.

Some of these are Civics Clubs, that include in their membership practically all within the school.

The co-operation of teachers and pupils in these extra-curricular activities creates a friendly feeling in the modern high school very different from that found thirty years ago, when there was often antagonism between the faculty and pupils.

Today the high school is a going and growing concern; many of its most useful activities have been introduced within the last twenty years. One who has not visited a high school recently, or has not learned of the program and activities carried on today, has little idea of its vitality or of the influences radiating from the great variety of worthwhile activities carried on within its walls.

American Youth and the Dollar

By CARL L. SCHRADER
State Department of Education, Boston

THE youth problem, and it is a problem, is commanding more and more earnest thought, with the solution still in the offing. The thought deals with the cause of the problem, as well as with a way out. The two extreme attitudes which confront one daily—namely, the outright criticising and condemning of youth, and the condoning of all that goes on, by the statement that the youth of today is perfectly all right—are both wrong, and lead nowhere. There is nothing new in this conflict of understanding between youth and adult; it was ever so. The San Francisco Chronicle very aptly used the phrase: "The influence that does most to make a man's youth virtuous is a failing memory."

Youth is floundering in a rough sea of progress and civilization, and adult man is giving precious little aid towards helping it ride the waves. The question has been repeatedly raised as to how well we adults would have fared, had we had the lures and temptations in our paths which the youth of today have to grapple with. Considering all circumstances, particularly our failure to help pilot their lives, youth has perhaps not done so badly, but nevertheless they have not done well enough. The record for delinquency, formerly held by grown men and women, is held today by youth—an entirely new situation. We have tried to find solace in the statement that every war has had lawlessness in its wake, but the war has been over a good many years and the majority of the young people hardly remember that there was a war.

Byrd Studio
CARL L. SCHRADER

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Education has come in for a good deal of blame, and there is at least some justification for that blame. Startling facts were recently brought out by Professor Bagley, of Columbia University, relative to the schools' share in the guilt of the present status of social behavior. He referred to the old slogan, "Build a schoolhouse and close a jail," and pointed out that while it had worked that way in Europe, we—spending more money for education than perhaps all the other countries together—show a definite tendency in the other direction; that is, we keep on building jails.

Undoubtedly there has been a softening in education as there has been in home discipline. This is due in part to educational theories and philosophies, but in the main is traceable to the home. Lack of respect for righteous authority at home is making it more and more difficult to maintain respect in school, particularly when even modest attempts at discipline are likely to drag the teacher before the school committee.

There has been a declaration of independence by adults for youth, for which the latter is not prepared. If the home of old erred, it was in domineering, and making all decisions peremptory for the children. The home of today is guilty because it allows the children to make all decisions by and for themselves. Neither one of these ways is safe. Wholesome and genuine home atmosphere is based on mutual respect and fair co-operation. The household may be likened to a business firm, in which the children as well as the parents are partners. While in the first years of the children's lives they are only silent partners, the time soon arrives when they have their own opinions, and when they should be initiated into the affairs of the household. Particularly important is it that children understand the financial status of the home, not necessarily in full detail, but sufficiently for them to

learn that there are some individual desires which the firm's budget cannot gratify. Of course, the temptation on the part of parents to be indulgent is great, frequently to the extent of self-sacrifice, but many sons and daughters, who have all or most of their desires gratified at home, are encouraged to believe that the firm is flourishing, and that their demands are perfectly reasonable and legitimate. Planning *with* them, not *for* them nor *by* them, will make for fair play.

Much of the independence of our young people of today is due to the fact that they are permitted to control and carry on their persons sums of money which are far in excess of what they should have for their own safety. It is a common experience in junior and senior high schools to have children report to the principal that five, ten or more dollars have been stolen from their lockers. When parents relinquish the right to control the possession and spending of money by their children—no matter how they obtained it—they deserve no sympathy if grief comes to their homes. Certainly it is not humiliating for children to ask for necessary money, which parents will either grant or refuse according to their mutual judgment. It is the right and the obligation of parents to know where their children are, and whether the recreation they desire is of the cheap commercial sort.

The fact that many of our young people work and earn money of their own, does not alter the supervisory function of the parents. It is because of this earning of their own money, and the full control of it, that their independence becomes alarming. The desire to work is commendable and should be encouraged, rather than discouraged, but the money—although their own—should be turned over to the home for banking and for guardianship. Then the money can be turned back to them for occasions which are wholesome and which are beyond the regular household budget. When parents know where their children work, and how much they earn, the control is a very simple process.

"Much of the independence of our young people of today is due to the fact that they are permitted to carry on their persons sums of money which are far in excess of what they should have for their own safety."

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It is generally believed that boys and girls in high school who work afternoons have to work in order to keep on with school, but this does not seem to hold true. Whenever, for good reason, an attempt is made to lengthen the high school day, the first objection raised by both students and townspeople is, that it is unfair to the poor boys who have to work afternoons. A superintendent of schools, who is also principal of a high school, urged his school committee to permit the lengthening of the school day by one half-hour. The committee saw the wisdom of this suggestion and agreed to it, but when the decree was made known, a storm of indignation and protest was made, and the poor working boys' story was paraded to the front. The principal, anxious to get light on these objections, and suspicious at the same time, made a study of the situation. He was interested, first, to know how many worked; next, he needed to know how many turned the money earned into the home budget to assist in the upkeep; also, how many used the money to clothe themselves, and how many just kept it for spending money. Out of thirty boys who worked, there was only one who bought his own clothes and shoes. All the others worked to have spending money of their own. Upon these findings, the school committee supported the superintendent and lengthened the school day.

While the school referred to is only a small high school and the findings are not a general proof, one might safely suspect that a study on a large scale would result very similarly.

The willingness to work is not quite so noble in spirit when the earnings are intended for an independence that must be viewed with apprehension. Having these earnings accumulate under the guardianship of an older member of the family, to be used for unusual occasions, such as a vacation trip to the mountains or shore, a trip to Washington, a worthwhile play or concert, the purchase of a tennis racket or athletic clothes, etc., would be constructive and enriching to life. But the free, independent use of money for the hiring of a "flivver," a dance in a roadhouse, or movies three or more nights a week, is a mixing of youth and the dollar that has no defence. Youth is prematurely launched, and we wonder at its sophistication, and lament the catastrophes that greet us daily. Families have but themselves to blame if their children kick over the traces.

When the home is merely a place in which to eat, drink and sleep, and then change the clothes to go some place else, one must not look for loyalty to, nor respect for elders. Comradery between father and son, and mother and daughter, is built on intimacy and mutual respect. A "Father and Son Night" at the club once a year will not do it. It is an everyday job, and if it is shirked, youth pays the price. The word *must* will have to come into the vocabulary again, both in school and in the home. Life has its *musts*, and to shield youth from experiencing these stern obligations is both unfair and uneducational.

Bringing the Outside In

By FRANK R. PAGE

Mr. Page believes in exposing the school (and the community) to the messages of carefully chosen speakers from the world outside the classroom. For some years he has given special attention to this phase of instruction and is well informed upon the qualifications of school lecturers.

He has kindly consented to answer inquiries from any of our readers who may be seeking the best available speakers. Address Mr. Page in care of Journal of Education, Six Park Street, Boston, enclosing a stamped envelope.

SCHOOLROOM walls tend to separate school from the world outside, for which school is supposed, and rightly, to prepare. The big job of any school today is opening up those walls—making doors that lead to the outside. The progressive school takes the pupils outside—on school trips—to study, at first hand, nature, geography, industry, history, government, for it knows that knowledge thus obtained, by observation and study of real things, instead of roundabout, through the pages of a book, sinks deepest and lasts longest. And so obtained, besides, it wakens the investigating attitude, the spirit of inquiry, the wanting to find out and know, an awakening which *is* education.

Through other doors the outside is brought in. There is big educative possibility in talks given to the pupils by people who have had experiences, or who are authorities or who have done things. Talks like these by people from the outside, who know, are invigorating, refreshing and inspiring. They awake and arouse. They, too, like school trips, bring desire and incentive to find out and know more—and that, again, *is* education.

In my two schools, the Utica Country Day and the Great Neck Preparatory, we had two kinds—first, talks by local people, who in response to the invitation by the pupils were almost always glad to come. They came usually for a particular class or perhaps two or three classes, rarely for the whole school, and talked in response to a specific need for further enlightenment on a definite subject. When the eighth grade studied "banking" in arithmetic, for example, what more logical than to invite someone in from the bank to tell how it worked? For "thrift" the representative of the building and loan association was available; for "insurance" an insurance man; for "taxation" someone from the assessors' department. The editor of the paper talked about gathering the news. The mayor's secretary told of the mayor's share in the city government. The street commissioner told how his department worked. A police lieutenant talked about the police department. The fire chief told us about his department. The local historian gave talks about the historic spots and buildings nearby. Geography classes had frequent talks from recent travelers.

And almost always, too, our invitation to them brought an invitation in return from them which was gladly accepted—to visit the bank and see it at work, to visit the City Hall and meet and talk with some of the city officials, to see for ourselves how a newspaper is made, to explore a fire engine house, to see how a fire alarm is sent in—and then what happens. But this is another story. I am telling you how we brought *in* the outside.

And by so doing we accomplished three purposes. The first was the enlightenment of the pupils; the second the enlightenment of the parents and the community in general, and the third was "selling" the school to the public. Just a word about the third purpose. When I went to Utica—to establish a progressive Country Day School—I was surprised to find a hostile sentiment against the undertaking. A great deal of this was overcome by my co-operatively financed lecture courses. These were open to everyone on payment of a modest fee designed to just cover the cost. They brought people to the school and gave them an opportunity to see it in action, thus dispelling the idea that we were freakish. The quality of the lectures combined with the very moderate fee gradually did away with the idea that we were "private" and consequently snobbish and exclusive and aloof, and in the end the Country Day School lecture course established itself as a real contribution to the intellectual life of the city, a service which the school was glad to offer to the community.

This was the plan. It is worth passing on because it is feasible for nearly any school, private or public. First, I found lecturers who could interest both pupils and parents. Sometimes the younger children were not allowed to come; in that case the lecturer would often talk to them in a little group before the regular lecture. Occasionally the talk was for parents only, in which case there was usually given a separate talk for the pupils. Sometimes the speaker spent the whole day with us, talking informally to various groups of pupils in the morning, and giving his regular lecture in the afternoon. Second, we aimed to secure only the very best, men and women who were authorities

in their various lines, who had done things, and who had proved successful as awakeners and inspirers. And third, we had to get them at a moderate fee. To do this, instead of saying: "We want you on a certain date," we said: "When do you expect to be near or passing through en route to another engagement?" We suited our time to theirs. Instead of saying "How much will you come for?" we often told them the fee that was available. We found, too, that lecturers would usually make a reduction in their regular fee when they spoke before a school. Then our lectures were given in the afternoon, a fact which often allowed the lecturer to make an evening engagement nearby, which made a substantial difference in fee.

The pupils were admitted free. The lectures were given in the schoolhouse, for we regarded them, and rightly so, as in a very vital sense, education. Course tickets were sold, by mail, through carefully prepared announcements, with some newspaper advertising, never by the pupils. We planned to sell them at cost, for we wanted this to be truly a co-operative undertaking, and we always managed to break even, with generally a slight profit. The newspapers were glad to give the course good publicity, and always sent a reporter for a subsequent write-up, all of which was good advertising for us. In fact, at Great Neck, where the directors frankly wished the school to be "exclusive," it was one of the few outlets for favorable publicity; desirable, even essential, for any school.

One thing that helped a lot, and proved particularly inspiring, was the personal and informal contacts made, for the speakers usually before or after the talks visited in the classrooms, met the pupils, and always stayed to lunch. Many of them were authors of books. Then we always had the books on sale, and the author obligingly autographed them. Incidentally, there was always a good profit in this, for we managed to secure the regular bookshop discount.

Promoting Health in High Schools

By CHARLES B. LEWIS, A. M., M. D.

Director of Health and Physical Education in the Public Schools of Providence

IT is most significant and gratifying to note the national recognition given to "Child Health and Protection" which, we hope, will be followed by standard and uniform health legislation and will result in universal health practice and appreciation.

The school health program has three divisions: health service, health instruction, and physical education. Health service includes examination of the pupils by the school physician, follow-up work by the nurse, and daily inspection by the teachers. Health instruction includes practically what we know about health habits, hygiene, and sanitation, with emphasis on positive health and keeping well. Physical education provides a program of such variety that every student may engage in some form of supervised physical activity which will result in a sound mind in a sound body and general health development. It is for the good of all, and each can participate in it with profit.

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Health Service

Health service has to do with the various protective measures used by the school to conserve and improve the health of the pupils. These measures do not depend upon the knowledge of the pupils, but offer very important opportunities for their health education.

Health service may be defined as the program according to which the school, home, and community unite their efforts to insure to every pupil in school those healthful conditions which are favorable to the best growth, development, and education of which the child is capable. It aims to promote individual and group health by means of a thorough and positive health examination for all pupils, to secure the correction of remediable defects, to protect pupils and teachers against communicable diseases, and to assist other school agencies in their efforts to promote pupil health by making accessible to them the knowledge of conditions revealed by the examination.

The health examination should include the eyes, ears, nose, throat, teeth, glands, skin, heart, lungs, abdomen, back, extremities, nutrition, orthopedic and nervous conditions, mental and emotional states, and general health tone.

There should be a health record card for each pupil examined, on which the findings of the physician in the examination are recorded. These cards should be available to principal and teachers at all times for consultation regarding the pupils' physical condition. The health record card should be transferred with the pupil from school to school, and it should be given to the pupil at graduation.

Notification slips should be given to pupils for only those defects which may be remediable.

The pupils should take the slips home to the parents and solicit their co-operation in securing immediate attention which is necessary for their best physical welfare.

All cases should be referred to the family physician or family dentist. When the family is unable, for financial reasons, to secure the service of a physician or dentist, the nurse, after inquiring into the home conditions, refers the case to a medical, surgical, dental, ophthalmic, otologic, or orthopedic clinic.

Effective health work must have a follow-up service. The nurse endeavors to see that the defective cases are treated. She makes a home visit to encourage and solicit the interest of parents for the correction of the remediable defects.

There should be a daily health inspection of all pupils by the teachers, to help detect certain significant and approved signs of health disturbance or the indication of any deviation from normal health.

A modern procedure that has been approved by many school officials is to organize in each secondary school a health council for the purpose of co-ordinating health activities, discussing health problems, and improving the health conditions among the pupils and in the school environment. This council ought to include representative teachers from all departments, more especially teachers of health and physical education, science, home economics, guidance, special activities, cafeteria, etc. Meetings should be held at regular intervals at least once a month, and sub-committees should be appointed with definite responsibility.

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Health Instruction

The goals of health education are, briefly: to establish health habits; to give the pupil the practical knowledge of the principles of healthful living; to develop health ideals; to arouse a sense of individual responsibility for the health of the community and the responsibility of the community for the health of the individual.

The health teaching in the secondary school will emphasize: (1) The social and community aspects of health, and (2) the scientific foundation for health habits, so that by the time the pupils reach maturity they may decide all health problems upon a rational basis.

There should be provision for at least one period of health instruction each week. It is necessary for teachers to keep themselves physically fit and teach health by example. There should be an interesting and instructive health course, with a good text and supplementary books. The desire to be fit for participation in sport should be used as a motive for observance of the health rules. Pupils may be encouraged to use health devices, study health projects, solve health problems, and form health clubs. Health education should not be considered as a separate subject. If it is to function, it must be an integral part of every course of study. Great emphasis should be placed upon the incorporation of health teaching into various other subjects and projects. Courses in general and social science, industrial arts, home economics, and physical education offer excellent opportunities for the correlation of health teaching.

Mental health is as important as physical health. It deals with wholesome attitudes toward life, with achieving success. A child may be physically healthy, and yet lack optimism, courage, and ability to meet the situations of life. Every teacher, to the extent that she is helping the pupil to adjust himself successfully and happily, is teaching mental hygiene.

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Physical Education

Physical education is another important step in the ladder of educational progress which contributes to good health.

The secondary school age is a period of vital importance in the boys' and girls' physical and moral development. To the physical education department falls the major responsibility, because of the intimate contact in critical situations. The avoidance of overstrain is an essential factor in the care of this group.

We should give prominence to well selected, regulated, and directed physical activities appropriate to the age, grade, sex, and physical fitness of the pupils. The program content should consist of tactics, fundamental free exercises, apparatus, stunts, tumbling, skills, dances, games, and athletics, with individual, group, and mass competition.

The objectives of the activities in this program are as follows:—

1. In fundamental free exercises; to make the body a plastic instrument for expression; to develop strength and organic vigor.
2. In squad work on apparatus, stunts, and tumbling; to develop leadership, followership; to increase strength and skill; to exercise courage and determination; to prepare for self-directed activities.
3. In dancing; to develop graceful rhythmic expression and poise; to adapt steps to music; to produce creative expression.
4. In track, field, and game skills; to develop organic vigor, strength, speed, agility; courage, alertness, determination, self-confidence; co-operation, sportsmanship, play spirit; a socialized membership in the group.

The boys and girls should have separate gymnasiums; there should be men instructors for boys, and women instructors for girls. The proper time allotment is at least three periods a week of fifty minutes each, providing for a good balanced working program and a bath. It is preferable to have the work done

outdoors when the weather permits.

The development of pupil leadership is of fundamental importance.

All pupils should participate in intramural competition.

Athletics of the secondary school reaches its highest degree of usefulness when conducted on an intramural basis, with provision for every boy to participate in his choice of two or three sports.

The improvement and conservation of the health of school children requires co-operative effort. Everybody who comes in contact with pupils has a responsibility for their health. The department of health and physical education should use its full resources and energies in the realization of this purpose.

Why the Summer School?

By A. H. RICE

Director of Summer Session, Boston University

NO phase in the history of education in this country in recent years has been more noticeable than the growth of the summer schools, both in public and private schools and in colleges. So far as the colleges are concerned, the introduction of the summer courses and the consequent growth of summer session work may fairly claim to be considered the most important tendency, in the last two decades, in university growth and development. Dean Walters of Swarthmore, in an article published in Scribner's (July, 1926) called attention to the importance of this service to teachers and, through them, to the communities which they are serving. He presented statistics to show that in 1926 over 300,000 students were registered in the summer schools of the country. Since the greatest increase in enrollment has been in the period of 1926-1930 it is likely that last year the number was 50 per cent. larger than when he wrote. In the period 1915-1925, in twenty-seven universities having summer schools or summer sessions, the summer enrollment increased 140 per cent., while the enrollment in the regular year increased 70 per cent.—only half as much.

What is the explanation of this amazing growth? The answer to this question would need to include reference to many factors—the most important of which centres in the changed conditions and requirements surrounding the life of the nation's teachers. They are the group for which summer session work was called into being in its beginning—and they furnish the largest and the most important part of the clientele of any and all of the summer programs offered by colleges and universities. In any summer school there are of course two other contingents: college students and general students—these last mostly of adult years. Of the former it is an interesting fact that they are divided into two groups—"lame ducks," who seek to remove conditions or make up for lost credits on the one hand, and on the other the top-of-the-class students, who seek to shorten the college course by gaining in summer study, part of the credits necessary for a degree. This means that college students in summer sessions are at least as good as the average—since the "lame ducks" *have* to do good work or perish, and the others do good work anyway! And it is the verdict of most instructors who have given summer courses over a period of years, that all three of the groups mentioned do rather more serious work and cover more ground than is the case with corresponding groups in the winter sessions. The teachers, then, who go to summer sessions generally find themselves in good company; and they go in numbers increasing more every year than either of the other two groups.

Why do they go, and what do they find? In the first place, and to put the thing on the lowest plane, credits. For the system of promotional credits in school systems—which in some cases drives teachers even willy-nilly into taking college or extension courses—has greatly aided in recent years to enrich the *equipment* of teachers, to build up the structure of understanding between college and school, and to swell the enrollments of the colleges, and enlarge their usefulness to the public.

The second advantage of summer work to the teacher is that of new human contacts. Summer schools draw students—of the three classes referred to above—from all parts of the country. In the Boston University summer session, for example, there were, in 1931, 1,335 students, from thirty-four different states of the Union and from ten foreign countries. We teachers, of all people, need and can take profit from the stimulus of association with people from distant and different modes and manners of living, with experiences and points of view different from our own. For the teacher jaded with the round of the winter's teaching, first travel, then new faces and new views make a true vacation.

A third gain is the opportunity

(Continued on page 369)

Everyteacher

By ANSON W. BELDING

Growing With the Task

Dear Mr. Belding: I like your word "Everyteacher" and the thought it conveys that all of us who engage in teaching, at whatever level, face essentially the same problems.

I have been teaching for eight years, most of the time in an upper elementary grade. I took up the work of teaching because it was respectable and offered a good salary at the start. I had visions of marrying, and while this still might happen I have ceased to bother much about it. For the honest truth is that I like my work a great deal better than I ever believed possible. I do find it tiring to teach. It saps my energies each day, as all worthwhile endeavor probably does in the case of average people. But every night brings refreshing sleep. On holidays and on afternoons of school days, when I can do so, I get out of doors for air and exercise. Although inclined to be unsociable, I pass much time in the company of friends. I attend concerts and plays, including an occasional motion picture. I read the newspapers, a professional journal or two, a digest of magazines, now and then a worthwhile book, or a thriller if it isn't too badly written. You see I am trying to be in touch with life and to grow. Relishing the funny things that happen and feeling that I am a help to a roomful of adorable if miscellaneous youngsters every school day, I find my job a means of development.

L. F.

Hartford, Conn.

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Teachers who read this page will, I am sure, join me in thanking Miss F. for her candid statement and her evident intention not to let the job drag her under. There would be no reproach against "the teacher type" if all teachers lived up to such a standard.

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The Quick and the Dead

IF there's one thing more than another that a teacher cannot afford to do, hard times or good, it is—to stagnate. Stagnation is death.

The danger of settling down into the easiest way of doing things is always present. It must be fought against. And it *will* be fought against and overcome, by the teacher who has caught the vision of opportunity and follows the gleam.

Consider the contrasting attitudes of two teachers. One is an assigner of lessons, a hearer of recitations, an indifferent explainer, lacking in curiosity and enthusiasm. Year after year the same ground has to be "covered," and covered it is, with dullness a foot thick.

The other teacher looks upon his field of study as a workshop where fascinating facts and intriguing problems are to be encountered. He regards his pupils, not as so many donkey carts to be loaded and unloaded daily, but as companion explorers and adventurers.

The teacher of this second type does not say to the pupils "Go," but "Come." He fails not to do the things he asks his students to do. If the task is to write an essay or a short story, he has tried his hand at these forms himself and perhaps is doing so at that very moment, in order that the difficulties and needs may be clear to him and some of his own zest and experience passed on to the learner.

The teacher of the first type becomes a bundle of fixed habits, a taskmaster, uninspiring; a sort of animated fossil.

The teacher of the second type remains young in attitude and spirit. He walks the highroad of leadership and enterprising endeavor. He lives while he lives, and who shall number his years of abiding influence?

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Loyalty

PUPILS despise a tattler. This fact may throw obstacles in the path of teachers trying to discover who did the mischief; but in spite of such obstacles the good sportsmanship shown by most pupils in refusal to get a fellow pupil in trouble is generally admired by teachers.

Have teachers something to learn from their young charges in this matter of group loyalty?

In the privacy of the classroom —a privacy which is more apparent than real, of course, for whatever is said in the classroom is liable to repetition by many tongues—a teacher will frequently complain about other teachers, the head of the school, or the people higher up who dictate policies and formulate rules.

In showing their dislikes, some teachers exhibit a caustic character which lets them drop to a low level in the estimation of the class.

One of the commonest types of group disloyalty consists of blaming the teacher that previously had the class, for failure to prepare the members for the work of the present grade. How disgusting this talk is! How boring to the class—which may have good reason to believe that the previous teacher was better than the present one!

Just as the pupils have their ideas of loyalty to one another, so do they appreciate loyalty among the teaching body.

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PUTTING THE BEST FOOT FORWARD

I do not suppose there is a normal boy or girl who does not want to show up well in something. If the boy cannot get good marks he may get a lot of kick out of telling his friends that high marks are no good. However, he is more likely, if he is normal minded, to try to compensate for his academic failure by physical achievement of one sort or another. He may do this consciously or unconsciously.

If the child does very poor work with his studies, he may do most excellently in school deviltry. He simply has to excel in something even if it be only deviltry. Besides, deviltry pays because it attracts so much more attention than good marks.

Such children are using the **mechanism of compensation.** This idea explains why physically puny children compensate for physical undevelopment by succeeding in their school work, and why a child who cannot succeed in getting good study marks will oftentimes get the highest mark in school deviltry. Both are advertising their strong points.

How Law of Compensation Works

But let's remember that compensation has its pleasant and profitable sides. The boy who has tuberculosis says to himself: "That's all right. I'll get away for a cure, then I'll show them." And he often does. Many a physical weakling has become a literary genius. The law of compensation has worked constructively.

A child who is told to shut up soon becomes uncontrollably garrulous when company is present. Such children have not been able to command the attention of their parents at other times, and they take advantage of the opportunity provided by the presence of company to satiate their desire to show off.

Nearly all of us show off. Even professors of psychology will say something for publication which is false, ridiculous or a half truth, for the sake of publicity.

Quite recently a professor announced that people who whistled were morons. He received lots of returns from his advertising.

It's not the "showing off" of a normal person which need worry us. We call it achievement. The results are labeled "Success." But the showing off on the part of children by doing bad things is a cause for worry. The cure lies in not neglecting the various successes or accomplishments which come to such a child. By praising him for the good he does we avoid damning him later for the bad he did in order to call attention to himself.

'Copyright

Arthur Dean

Educating Future Rulers

By WELLS A. HALL
Superintendent, Concord, Massachusetts

A SUCCESSFUL civilization must be based on industry, truth, wisdom, and justice; and its sovereign power must be in the control of persons who are honestly industrious, who diligently search for truth, who have sound judgment, and who seek always to temper justice with mercy.

In a democracy like ours of the United States the voters acting as a majority are the persons who control the sovereign power. They must, therefore, be industrious, must search for truth, must use sound judgment, and must dispense justice and mercy, if our civilization is to be successful.

Our public schools were established by the builders of this nation to insure industry, truth, wisdom, and justice, and such other qualities as should sustain our civilization. They are the bulwark, the front-line defence, and the one outstanding force of our present day against the possible destruction of all we have achieved. If democracy really lives and has a chance to flourish anywhere, it is in our public schools. Here all races, colors, creeds, and grades of native ability are gathered, taught to co-operate, and trained according to their several abilities to make the best of their talents. Here they learn to respect the rights and honor of other persons, and come to realize that all have some virtues and some vices.

Bolshevism is an expression of discontent in untrained minds, based on a feeling of social, economic, and political injustice, and accompanied by a more or less violent determination to remove the injustice. Whether or not there be just cause for such feeling makes little difference in the thinking of those who in increasing numbers feel discontented with the present social arrangement, because of seeming injustice. They want that which will appear to them to be justice; they have little interest in ancient or highbrow standards which seem to them to be rather unjust. Lack of a trained mind that can see broadly and out beyond today is their great handicap. What they as a part of the majority who control our sovereign power need, is not less learning but very much more learning.

Where shall we look for our defence and for the adequate training of the sovereign of our civilization if not to the public schools? Let there be all kinds of schools to meet the demands of personal needs, but let us not forget that the sovereigns of our civilization are trained and prepared in the public schools. As are the public schools so will be our sovereigns. If we maintain adequate universal education we may confidently expect our sovereign always to be industrious, a searcher for truth, endowed with wisdom, and a dispenser of even justice and mercy.

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Key Station WABC — **Eastern Standard Time**

Monday, May 2

11.00 A. M. *Musical Alphabet.
4.30 P. M. *National Student Federation of America Program.
6.00 P. M. *Current Events, H. V. Kaltenborn.
11.00 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Tuesday, May 3

11.15 A. M. *Stories of the Living Great, Owen D. Young.
11.30 A. M. *Current Questions Before Congress, Senator Arthur Capper.
3.30 P. M. *Musical Americana.
11.00 P. M. *Twenty-ninth Annual Convention of Religious and Educational Associations; Dr. Nicholas Murray Butler and George W. Wickersham on the Wickersham Report.

Wednesday, May 4

5.15 P. M. *"Bill Schudt's Going to Press."
10.15 P. M. *Adventures in Health, Dr. Herman N. Bundesen.
11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Thursday, May 5

10.00 A. M. *Dr. Royal S. Copeland's Health Talk.
4.30 P. M. *National Democratic Committee Victory Campaign Speaker.
6.00 P. M. *Current Events, H. V. Kaltenborn.
11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Friday, May 6

3.45 P. M. *Columbia Educational Features; James B. McNair, Field Museum of Natural History, Chicago, "Poison Ivy and What to Do About It." Speaker changed each week.
4.00 P. M. *Library of Congress Chamber Music Recital.
6.00 P. M. *International Exchange of Programs, "New England." Literature and Music of New England.
10.15 P. M. *Adventures in Health, Dr. Herman N. Bundesen.
11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Saturday, May 7

6.15 P. M. Boys' Week Program; Warden Lawes, of Sing Sing Prison, speaker.
7.00 P. M. *The Political Situation in Washington Tonight, Frederic William Wile.
10.15 P. M. *Columbia Public Affairs Institute.

National Network

Key Stations WEAF and WJZ — **Eastern Standard Time**

Monday, May 2

12.15 P. M. *The Real George Washington, by Charles Colfax Long, WEAF.
1.30 P. M. *National Farm and Home Hour, WJZ.
3.00 P. M. *Shut-In Hour, U. S. Marine Band, WEAF.
10.00 P. M. *National Radio Forum, WEAF.

Tuesday, May 3

9.00 A. M. *Morning Glee Club. WEAF.
11.00 A. M. *Your Child, WEAF.
11.30 A. M. *High School Band and Orchestra, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
1.30 P. M. *National Farm and Home Hour, WJZ.
2.45 P. M. *Young Artists Light Opera Co., WEAF.
3.00 P. M. *Music in the Air, WJZ.
3.45 P. M. *Mormon Tabernacle Choir and Organ, WJZ.
4.00 P. M. *Magic of Speech, WEAF.
4.15 P. M. *U. S. Army Band, WJZ.
5.00 P. M. *Charles Gilbert Spross, WEAF.
6.45 P. M. *Back of the News, WEAF.

Wednesday, May 4

9.00 A. M. *Morning Glee Club, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
1.30 P. M. *National Farm and Home Hour, WJZ.
3.00 P. M. *With a Senator's Wife in Washington, WEAF.
4.00 P. M. *The Pilgrims, Mixed chorus, WEAF.
4.30 P. M. *Eastman School Symphony Orchestra, WJZ.
6.00 P. M. *Music Treasure Box, WJZ.
6.45 P. M. *Merle Thorpe, WEAF.
8.00 P. M. *American Taxpayers League, WJZ.
10.30 P. M. *NBC Artists Service, WEAF.

Thursday, May 5

9.00 A. M. *Morning Glee Club, WEAF.
12.15 *The Real George Washington, WEAF.
1.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. *Salon Singers, WEAF.
4.15 P. M. *U. S. Navy Band, WJZ.
6.25 P. M. *John B. Kennedy, WJZ.
6.30 P. M. *The World Today, WEAF.
7.00 P. M. *Through the Opera Glass, WEAF.

Friday, May 6

9.00 A. M. *Vocal Art Quartet, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
1.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. *U. S. Army Band, WEAF.
4.15 P. M. *Le Trio Charmante, WEAF.
4.15 P. M. *Radio Guild, WJZ.

Saturday, May 7

9.00 A. M. *Melodic Gems, WEAF.
10.45 A. M. *Golden Gems, WEAF.
11.45 A. M. *Keys to Happiness, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
1.30 P. M. National Farm and Home Hour, WJZ.
7.00 P. M. *Sonata Recital, WJZ.
7.15 P. M. *Laws That Safeguard Society, WEAF.
8.15 P. M. *Civic Concerts Service, WEAF.
8.30 P. M. *Economics and Psychology, WEAF.

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* Features marked with a star will be on the air the same day and hour the following week.

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• • •

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• • •

DEAN ALICE WAITE, Wellesley College:—

"It is a great pity that girls feel there is a stigma attached to not going to college, and that once in college they feel it is a disgrace to leave and make other plans."

• • •

DR. JAMES HITCHCOCK, medical authority:—

"From a dollar and cents point of view, the common cold costs the laboring classes of this country upwards of half-a-billion dollars annually."

• • •

CHARLES GATES DAWES:—

"When we are beginning an important work it is not the time to talk about it; and when we have accomplished the job, it is not necessary."

• • •

DR. NICHOLAS MURRAY BUTLER:—

"There is a very small minority of human beings who continue to grow intellectually after twenty-three or twenty-four."

• • •

EDWIN OSGOOD GROVER, Rollins College:—

"Blessed is the boy or girl whose Garden of Eden is a home set about with love."

• • •

EDWARD A. FILENE:—

"A hundred or two hundred millionaires cannot bring prosperity; it's what the average man earns that counts."

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FRANK WEBSTER SMITH, Winter Haven, Florida:—

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The College and Society

By

ERNEST HATCH WILKINS, Ph. D.

President of Oberlin College

THIS volume presents a novel and interesting plan for the reorganization of college education in the United States. For those students who do not intend to enter a profession, and who, therefore, find the existing four-year college course unsuited to their educational needs, it proposes the creation of a new type of college, the General College, offering a three-year course which will train students to live successfully as members of society. The establishment of such colleges would enable the four-year college to be more exacting in its admission requirements and to be more definitely pre-professional in the upper two years. An additional recommendation is the development of a fifth year of work following the senior year of the four-year college and leading to a master's degree. Octavo, 175 pages.

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CHARACTER WORKSHOP

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Editor, The Egan Monthly Service in Character Training

A Further Study of the "Power" Idea

Readjustment, Recognition, and Application

IN LAST week's Workshop Conference we dealt with three of the major powers, Inspection, Analysis and Substitution involved under the general idea of outer and inner visualization. This week I wish to think ahead with you towards an understanding of three other great powers, all of which have a vital bearing on the rounded personality and, therefore, a vital connection with any character-training course that is worthy of the name.

The fourth great power is that of *Readjustment*. The development of this power merges over into the field of rhythm, but belongs also in the field of visualization since one must appreciate what is wrong in a picture, a line, a piece of furniture, a speech, an argument, a habit, a friend, one's clothing, one's tolerance, one's broadness of outlook, in order to consciously make those readjustments which will bring whatever *is* involved into a state of greater wholeness or beauty. Life is one continual readjustment, and he is the man of sturdy character whose readjustments are constantly being made towards a greater harmony in which his attitudes towards himself and his brother are growing in peace and beauty. It is apparent, at once, that systematic exercise leading to the development of powers of readjustment can be easily devised and given in the classroom. Such exercises may range from the use of the dictionary to the alphabetizing of a series of cards, to the orderly arrangement of one's desk, or the construction of one's sentences. Wherever order is involved readjustment is necessary, and most people are disorderly because their efforts at readjustment are not consciously directed towards an ultimate good.

The fifth great power involved is that of the *recognition of new values in old*. The business man will know what I mean because every great financial structure has been built up through the power of someone to see new values in old situations. Whether it be a real estate development or the assembling of old wheels and levers into an automobile by Ford, who drew his original parts from someone's scrapheap, the process is the same. A teacher, for instance, who suddenly sees a new value in the disturbing boy who sits in the front seat is a pioneer and is on the verge of a great success. Every sudden awakening to a new value in ourselves or in others is an epoch-making event. Without the power of inner visualization no such thing is possible. Blinded, in a semi-darkness, most people go through life kicking out of the way the pearls of promise whose lustre vainly shines for them about their feet.

If it is possible for us to sharpen and strengthen the powers of inner visualization of the children with whom we deal so that they will begin to see into the things about them, applying an X-ray quality to ordinary hum-drum vision, we will have done something magnificent for them and for the world. To my mind no day should pass without some effort being made to train children to see new values in old situations. How many men and women have gone through life, for instance, without seeing the wonderful new in the old face of the mother who has been suddenly taken away. How many friends have carried the new about with them unseen and unappreciated by those who should have been most quick and most eager to see.

And finally we come to the great power of *Application*. It is one thing to see and appreciate and it is quite another to be stirred with the desire to *do* something about it. The reason this great power is indicated here is because it is a necessary corollary to the other five powers which have been mentioned. Children can be taught to *do*, but not in the ordinary classroom and under old-time procedures, where the doing is largely based upon teacher motivation, and not upon the eagerness arising out of the child, himself. The average classroom may be characterized as a place where someone *does* something because someone else *wants* him to do it. Life itself offers the big rewards not to those trained in this philosophy of education, but to those trained in a philosophy of education which stirs up the desire first within the heart of him who is called upon to execute. It can be readily seen that systematic work in the six great major divisions of the visualization field indicated above will lead to an understanding and a desire and an impulse which will make application something quite different from what it is in the average classroom.

From the foregoing it is evident that this first great power of outer and inner visualization covers

Personal and Professional

ALBERT ELLSWORTH BENNETT, who succeeds the late John William Dickman as president of Upper Iowa University, Fayette, has been prominent in religious education as a dean in the University of Des Moines, but he established his reputation, professionally and scholastically, in the School of Education of Boston University with Director A. H. Wilde.

• • •

E. M. HOSMAN, secretary of the Nebraska State Teachers Association, Lincoln, since the creation of the full-time secretaryship, has resigned to accept the position of director of extension and publicity of the Municipal University of Omaha.

Mr. Hosman has not only demonstrated high administrative efficiency but has been on the summer faculty of the Nebraska State University, and in 1929 he was a lecturer for Teachers College, Columbia University.

• • •

WALTER B. MITCHELL, D.Sc., discoverer of haemolyte for apoplexy, President Walter B. Mitchell Biological Institute, Washington, D.C., is one of the national leaders in biological science.

A scientist is estimated and measured today by discoveries of vital significance as in the case of Dr. Mitchell's discovery of haemolyte, rather than by the degree earned by studying what other men have written about a special science half a century or more ago. This is an age of personal achievement in science as in life.

• • •

MRS MARY DAY LAWRENCE, wife of the late Hiram B. Lawrence, for whom the Lawrence School of Holyoke, Massachusetts, is named, is enjoying a life of leisure in the city to whose reputation and achievements her husband contributed so much civically, scholastically and industrially.

---

a tremendous and as yet unexplored field of education. How futile the present class-day procedure seems when viewed in the light of what it might become!

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BOOK TABLE

MODERN AGRICULTURE, BASED ON "ESSENTIALS OF THE NEW AGRICULTURE," OF HENRY JACKSON WATERS. By Waldo Ernest Grimes and Edwin Lee Holton. Both of the Kansas State College of Agriculture. Cloth. 632 pages. Ginn and Company.

This is one of the most illuminating publications on modern American education that has been published during the world crisis. No one will question the fact that Henry Jackson Waters had the latest word in agriculture when his "Essentials of the New Agriculture" was published. No one was in his class as a scholastic, forward looking man of attainment and achievement in what was then modern American education.

The Kansas State College of Agriculture has worshiped at his shrine every week since that book was published. They have accepted no modification that was not absolutely forced upon them by modern American education.

"Modern Agriculture" is the most important revelation we have seen of the speedy march of facts, of methods, rearrangement of material, illustrations.

The eliminations are heroic, the substitutions are fearless, the change of vocabulary is a scholastic revelation.

GEORGE WASHINGTON THE MAN. By Henry Cabot Lodge. Cloth. 93 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Forty-three years ago Henry Cabot Lodge wrote a book on "George Washington the Man," which has been world famous at all times since then.

Nothing will be written for the celebration of the two-hundredth anniversary of the birth of Washington that is as classic a literary production as closing chapter of that masterpiece.

Whatever else is achieved by this Bicentennial it is of vast importance that this tribute of Henry Cabot Lodge should be widely read by all present-day Americans.

MY CARAVAN. For Boys and Girls in Search of Adventure. Edited by Eulalie Osgood Grover. Illustrated with cut paper silhouettes by Florence Sampson. Cloth. 160 pages. Chicago, San Francisco, New York: Laidlaw Brothers.

The Laidlaw Brothers have created a lovely book of poems for boys and girls who love adventure. There are 127 poems classified as "I Go Adventuring," "The Pedlar's Caravan," "A Bee Sets Sail," etc.

"Out of Doors," "The Fairy Folk," "A-Foot and A-Wing," "Make Believe," "Just for Fun," "Shadow Time."

Eulalie, daughter of Edward Osgood Grover, the Professor of Books, Rollins College, at Winter Park, Florida, was born in a home that abounded with books of poems and a poetic atmosphere of prose as well as verse.

Eulalie Osgood Grover's childhood, girlhood, young womanhood and womanhood have been spent among the choicest people of New England, the Northwest, and the Mid-West.

Her home at Rollins College, Winter Park, Florida, is the loveliest spot I have seen in my two million miles of traveling in the United States. Here is one captivating selection from "My Caravan":—

"I wish I lived in a caravan
With a horse to drive like a pedlar man
Where he comes from nobody knows.
Or where he goes to, but on he goes!

EMOTION. By George William Gerwig. School Betterment Studies. Heavy paper booklet. Henry C. Frick Education Commission, Union Trust Building, Pittsburgh, Pennsylvania.

Dr. Gerwig was for several years one of the personalities in the development of the famous Pittsburgh school system and of recent years has been the creation and creator of the Henry C. Frick Educational Commission of Pittsburgh, Pennsylvania.

His School Betterment Series, of which "Emotion" is Number 2, Volume 3, is a group of modern classics in scientific modern education.

"Emotion" is a thrilling presentation of information and inspiration from start to finish.

OUR PACIFIC POSSESSIONS. By Jay Earle Thomson, Principal, Public School No. 5, Jersey City. Cloth. 263 pages. Illustrated. New York: Charles Scribner's Sons.

This is an ideal accompanist for children and youth in their study of geography, history, and civics, of economics and literature.

"Our Pacific Possessions" is a delightful creation for appreciation of the new civilization developed by the present world crisis.

No one can take the place of an elementary school principal in the development of American patriotic personality. No one else has the same relation of pupils and students of various ages, the same responsibility for individual in school and out, the same opportunity for directing and inspiring the thinking of varied inheritances in English language and American life.

Everything has conspired to the making of an important book for elementary schools by Jay Earle Thomson, of Jersey City.

SUPERVISION OF RELIGIOUS EDUCATION. By Ernest John Chave, Chicago University. Cloth. 352 pages. University of Chicago Press.

The world crisis places a new responsibility upon the religious, social and economic activities of the new civilization.

Chicago University, under the leadership of Shailer Mathews, proposes to provide a religious supervision which will vitalize the ethics and theology of academic education.

This volume by Professor Chave is the forerunner of an important series of sane and inspiring professional and scientific tests for students seeking effective force in the creating of a noble religious life in America.

Professor Chave says frankly that "a questionnaire may be a nuisance," and he heroically tells how to prepare a questionnaire that will not be a nuisance. This is a characteristic of the book from start to finish.

Books Received

"Supervision in the Secondary School." By Alberty and Thayer. Boston: D. C. Heath and Company.

"Animals of a Sagebrush Ranch." By Alice Day Pratt. New York, Chicago, San Francisco: Rand, McNally & Company.

"Book of the Woods." By Marianne Gauss.—"The Masked Rider." By May Wynne.—"Ekorn." By Haakon Lie. Chicago, New York: Laidlaw Brothers.

"Ice Hockey." By Alexander Sayles and Gerard Hallock, III. New York: A. S. Barnes & Company.

"Thomas A. Edison." By Francis Trevelyan Miller. Philadelphia: The John C. Winston Company.

"The New Path to Reading." Book IV. By Anna D. Cordts, Boston: Ginn and Company.

"Complete George Washington Programs." Compiled and edited by Alma Laird. New York: Noble and Noble.

"Supervised Study." By Louis R. Kilzer. New York: Professional and Technical Press.

"The Music Hour, Teachers' Guide for the Fifth Book." By Osborne McConaughy, W. Otto Miessner, Edward Bailey Burge, Mabel E. Bray. New York: Silver, Burdett & Company.

"The Poems of Catullus." Arranged and edited by W. B. McDaniel, 2d. New York: Oxford University Press.

"The Riddle of Economics." By Elisha E. Garrison.—"Service Book for Schools."—"Approach to Religious Education." By Basil A. Yeaxlee.—"The Story of English Literature." By E. K. Broadus.—"Rome and the Romans." By Grant Showerman. New York: The Macmillan Company.

"Our Book World Workbook." Preprimer, Primer, First Reader, Second Reader. By Florence Piper Tuttle. New York City: Longmans, Green and Company.

The News Digest

Eight Grades in Two Years; Tries Teaching at Seven

CHICAGO. — Eight grades passed in two years, and a teacher at seven is the unusual record of Joanna Xenos, product of the tenements and daughter of immigrant parents.

Beginning in kindergarten in February, 1930, she spent the next year in first grade, skipped the second, and started in third last September. Three months later she was in fourth grade, which she finished in two months. Then her scholastic pace accelerated. Fifth grade took only three weeks; sixth, two weeks; seventh was skipped, and today she is completing her eighth.

She was singled out by Principal Alfred W. Schroeder, who is conducting experiments with exceptional children by giving them extra work and advancing them as rapidly as possible. A special class of forty first, second and third-graders was given her to conduct an hour each day. She says of her pupils:—

"They do just as I say even when the regular teacher is not in the room."

"I'm going to high school and college, and then I intend to teach history and mathematics," the child instructor announced. Across the street from the school, in one of Chicago's poor districts, her Polish mother, Mrs. George Xenos, who can write little more than her name, sits in a second-floor flat and wonders where the rent money is coming from. The husband and father, who is of Greek parentage, has been unemployed for two years, and there are four other children in addition to Joanna.

Schools for Adults To Remain Open

NEW YORK. — Dr. William J. O'Shea, superintendent of schools, has announced, following a meeting of the Board of Superintendents to consider economy proposals, that continuation schools for the training of 4,000 adults would remain open. The proposals to close these schools in order to save $200,000 in this year's school budget, Dr. O'Shea said, had been considered, but after a "lively discussion" it had been decided to continue the operation of the schools to give the adult students, many of whom are unemployed, an opportunity for retraining.

"EQUAL PAY" SITUATION STUDIED

Survey in 1,100 Cities Reveals Men Teachers Getting Higher Pay in More Than Six Hundred

WASHINGTON. — Men teachers receive higher salaries than women teachers in more than half of the high school systems in 1,100 cities covered by an investigation conducted by the National Education Association.

More than 600 of the cities reporting high school remuneration were listed as paying higher salaries to men, and nearly 500 reported equal compensation.

The larger cities were more frequently found to be paying men and women equally. More than sixty-three per cent of cities between 5,000 and 10,000 in population reported financial discrimination in favor of men, but the corresponding percentage in the case of cities with populations of 30,000 or more was only twenty-eight.

A somewhat more favorable situation, from the women's point of view, prevails in the junior high schools. Of the 962 cities reporting salaries in this group of schools only 405, or forty-two per cent., reported higher remuneration to men teachers.

The report declared that the "data are limited to teachers in junior and senior high schools, as most cities employ few, if any, men teachers in the elementary schools."

The report declared that the "psychological literature which deals with sex differences supports the conclusion that no striking dissimilarities exist" with respect to teaching ability.

The following four arguments in favor of higher salaries for men were listed: To make women's pay equal to that of men would require increased taxation; to equalize pay by reducing that of men would drive men out of the profession; the schools "are already suffering from overfeminization," and higher pay for men is necessary in order to attract more men. Four other arguments support equal compensation: the desirability of "equal pay for equal work"; salaries should be based on service, not on "extraneous questions, such as sex"; that women also carry the burden of dependents, and that women are gradually attaining equality with men in other occupations.

Student Revolts Disturbing Many Different Lands

LEXINGTON, Ky. — The recent pilgrimage of university students to Kentucky mines, the student strike at Columbia University, and the delegation sent by American students to the Disarmament Conference at Geneva raise the question whether American students are likely to enter the political arenas as students in many other nations have done for years.

In Latin-America almost every one of the numerous recent revolutions has been initiated by students with reform programs.

In Havana the university is closed, as it has been, off and on, for four years, because the students are in violent opposition to the dictatorship of President Machado. Recently the students inaugurated a veritable reign of terror. Students in the government high schools have joined in the movement, and as a result these secondary schools all over Cuba have been closed.

Asia has its protests by students. The youth movement in China, called the "Renaissance," or "Tide of New Thought," is an intellectual revolt in the new spirit of scientific criticism against the enslaving traditions of the past, against the autocracy and militarism of the present central and provincial regimes, and against industrial autocracy and exploitation. Many students in Japan are joining the Communist movement because they see in it the opportunity for a passionate sacrifice and a plan for a new social order.

The youth movement of Europe, like that of Asia, is in one way or another in revolt against the old order, opposing materialism with its massed wealth on the one hand and its awful poverty on the other. The movement in Germany is especially strong.

INDUSTRIAL ADVISERS

Wide System Growing for the Schools of England

LONDON. — That monster, the machine, from which children once had to be protected, may now, it appears, prove a friend which will insist on its helpers having the advantages of good schooling. Not only are there signs of such a change in the United States, where the Vocational Survey Commission of the New York City schools has lately asked for the creation of regular advisory bodies of industrial leaders to help formulate training programs; there is a widespread movement in that direction in England, according to Albert Abbott, chief inspector of the Technological Branch of the British Board of Education.

"There is a growing realization in nearly every industry," he says, "that the old method of entrusting responsibility for planning technical education to the schools alone will not serve modern needs. This realization has led, during the last few years, to a great increase in the interest taken in the technical schools by industrialists."

Not only are they giving machinery and equipment, and setting up funds for scholarships, but they are in many cases serving on advisory committees, which have now been widely set up both for various localities and for the nation. The City and Guilds of London Institute have thirty-eight such committees.

Enables Advance In Indian Education

WASHINGTON. — Congressional appropriations for the last few years have made possible significant steps in raising qualifications, increasing salaries, setting up positions especially intended to meet the vocational needs of Indian youth, and in providing the professional direction for the whole Indian education enterprise that is regarded as essential, says the Federal Office of Education. The entrance requirements for the Indian service educational positions have been raised to such a point that, although they are still below the requirements of the better urban-school systems, they are above the minimum requirements of most of the states. It has been possible to increase the entrance requirements for teachers of primary and intermediate grades so that they are now on a par with those for junior high school—three years of preparation beyond the secondary school and a year of experience or four years of preparation in a teachers' college or university or college of recognized standing.

Probation for Lazy Pupils Puts All School "on Toes"

ASBURY PARK, N. J.—Amos E. Kraybill, superintendent of schools, said he had obtained "revolutionary" results from his experiment of putting on probation thirty-six Asbury Park High School pupils who were "too lazy to study." The probationary period extended to a little over three weeks. Ten students quit at once, ten others were dismissed in the last week, while the remaining sixteen received exceptionally high marks, two winning places on the school's honor roll. Mr. Kraybill had warned the offending pupils that "they were wasting their time, their teachers' time and the taxpayers' money." He found that not only were the students on the probationary list generally improved in their work but that the whole school was "on its toes." The Board of Education has decided to continue the policy, Mr. Kraybill suggesting that the probationary periods be made permanent instead of being put into effect whenever school officials felt too many students were not taking full advantage of their classroom work.

Teachers' Federation Elects New President

BOSTON. — Oscar F. Raymond, principal of the Winthrop school district, Brockton, has been elected president of the Massachusetts Teachers' Federation. He succeeds Edward R. Clarke, of Winthrop. Other officers elected were: Vice-presidents, Grace I. Woodbury, Melrose; Henry H. Harris, Lowell, and Thomas J. Quirk, Milford; treasurer, William J. Sanders, Haverhill; secretary, Hugh Nixon, Boston. Directors for three years chosen were: Edward R. Clarke, Winthrop; Frank P. Davison, Shelburne; Henry F. Fisk, Medford; Sara L. Sparhawk, Sherborn; A. Isabelle Timmins, Boston; Marion D. Twiss, Worcester, and Gladys L. Whipple, Sharon. Gilman H. Campbell, of Easton, was chosen director for one year to fill a vacancy.

Hungary Cuts Number Of Exchange Students

BUDAPEST. — As a measure of economy the number of American exchange students at Hungarian universities will be reduced from seven to five in the academic year 1932-1933, it is learned at the Ministry of Cults and Education, which pays the expenses of such students in this country. Through co-operation of the International Institute of Education in New York eighteen Hungarians are now studying in universities in the United States. The student exchange between the two countries was begun in 1924.

4,000 PUBLIC SCHOOLS ARE PLANNED BY PERU

LIMA, Peru.—Congress returned to its task of rewriting the Constitution, recently, while the government called for plans and specifications for 4,000 new public schools.

One of the three executive decrees issued provides for a bond issue to cover the cost of the schools, to be erected at an average cost of 5,000 soles ($1,387.50) each, to be amortized out of income from the petroleum monopoly, now under consideration by Congress.

The bonds will pay eight per cent. in quarterly installments, and will be rated as first-class securities for banks and insurance companies in Peru. Quarterly drawings will be held to select bonds for payment at par.

Few Bay State Cities Have Cut Salaries

AMHERST, Mass. — Schools of Massachusetts are not going backward during the depression, declared Frank W. Wright, deputy commissioner of education at the State conference of elementary school principals and teachers at Massachusetts State College. Only seventeen out of 350 places in the state have reduced teachers' salaries, Mr. Wright declared. He pointed out that a survey of town and city budgets reveals education has been generously supported in annual appropriations. More than 300 educators attended the conference.

Home Lessons For Illiterates

TERRE HAUTE, Ind.—Professor E. E. Ramsey, head of the department of education, Indiana State Teachers College, has been appointed a member of the sub-committee directing the illiteracy campaign in Indiana. Classes in reading and writing will be held throughout the state for adult illiterates. For those who feel embarrassment because of their inability to read and write, private lessons will be given in the homes, it is planned.

City School Inquiry On Reduced Scale

ALBANY, N. Y.—The State Education Department has announced that it intended to continue its survey of the efficiency of New York City's schools, but upon a "decidedly reduced scale," because of the refusal of the Legislature to appropriate $50,000 to defray the cost of the investigation. "Members of the State Education Department are devoting what time they can spare from an already crowded program of essential activities to this special study, but they will not be able to secure the assistance necessary for the survey, as originally contemplated," the department said.

GIRLS LEARN WORK

D. A. R. Conducts School for Mountain Children

TAMASSEE, S. C.—Eighteen years ago members of the South Carolina Daughters of the American Revolution, Tamassee, S. C., conceived the idea of the D. A. R. school for mountain girls. At the state conference of 1916 the project was indorsed, in 1918 the first building was erected, and in February, 1919, the first boarding pupils were received.

The girls at Tamassee are mountain girls who are orphaned of one or both parents, who are homeless, or come from homes where poverty and squalor make even a bare existence almost impossible. They are taken to Tamassee, clothed, fed, sent to school, and given other advantages. The children at the school today range in age from seven years to several girls who are twenty-four. There are 110 girls at Tamassee at present, busy and happy, each doing her best to become a useful citizen. There are also fifty day-students from the community.

The girls are taught to sew, to keep house, to milk and care for the cows, to make butter, to raise chickens and care for the eggs, to plant and care for a garden, to raise hogs, make sausage and cure the hams. In the summer time, when books are laid aside and fruits and vegetables are plentiful, a great deal of canning is done for winter supplies.

Tamassee is an accredited high school, its diploma being recognized by the colleges of the state. The first class of thirteen was graduated in 1930. Several from this class and from the 1931 class are now in college. Others are taking nurses' training courses, while others have returned to their mountain cabins.

Aims to Raise Class Standards to Sports Level

VALLEY FORGE, Penn. — Dr. Hamilton Holt, president of Rollins, said the aim of his institution was to "elevate the standards of the classroom to that of the football field." He addressed the cadet corps of Valley Forge Military Academy at chapel. "I sometimes think nothing is so well taught in college as football," Dr. Holt said. "The football coach disregards the identity of the players, and it makes no difference if a candidate for the team is the son of a trustee. The coach also goes to the boys' rooms to help them with their studies and other problems." Under the Rollins plan of teaching by conferences instead of by lectures, groups of twenty students meet with their instructors "man to man."

Ohio to Feed Ten Thousand Pupils

COLUMBUS, Ohio.—Ten thousand Ohio school children who have been going hungry will be fed by the state. The State Unemployment and Relief Committee has announced that it is serving two free meals to children in Athens County, where 7,000 bituminous coal miners are now on strike against a wage reduction. Later the work is to be extended to all sections of the state. For breakfast the children will get four ounces of cooked crushed wheat with milk and sugar, and for lunch vegetable soup and four ounces of cooked mush will be served. The average cost per child will be two cents a day. The State Emergency Board appropriated $25,000 for the work. Shoes and clothing for children are being furnished from $31,000 raised in charity football games last fall.

Ranks Personality As First in Success

BOSTON. — Personal qualities, rather than technical proficiency, make for success in the modern business world, in the opinion of Professor Atlee L. Percy, of the College of Business Administration, Boston University. "Greater effort must be made by educational schools to discover the personal qualities which make for success, and develop these qualities in the early training of students," Professor Percy declared. "When this is done the graduates of our schools will merit preferred positions in business, and business education will become what it always has claimed to be—education for business.

Plan Thumbing Stations for Hitch-Hikers

CLEMSON, S. C. — Southern collegians are promoting erection of thumb stations to dignify hitch-hiking. Depots for the free-ride seekers were proposed by Professor R. E. Lee, of the department of architecture of Clemson College, and the suggestion is finding general favor among the youths who travel to and from their schools in other persons' automobiles.

Architectural students have submitted designs for prospective stations, with a figure with a supplicating thumb as a designation. Professor Lee says the stations, to be erected on the principal highways out of college towns, would provide shelter for the students waiting, and give the motorist a chance to pick and choose his traveling companions.

SCHOOL MEALS COST STUDENTS ONE CENT

WASHINGTON.—A penny a meal is all the school children of Porto Rico pay. If they haven't this pittance, they may pay in produce.

Theodore Roosevelt, in his last written review of education in Porto Rico, before being appointed governor-general of the Philippines, describes the schooling of the native.

The cheap meals are prepared and served by girl pupils as part of their training in line with government methods to disseminate "practical knowledge."

Porto Rican schools are built on small farms of from five to fifteen acres. These the schoolboys cultivate and receive for themselves one-third of the proceeds. The remainder is either sold for school funds or used in school lunchrooms. The young farmers are likewise encouraged to cultivate their own truck gardens, and receive practical prizes for meritorious work. Manual training also plays an important part in their education.

Girls are taught home economics and sewing, as well as being put to serving meals.

Colleges Reported As Better Off

CHICAGO.—What's the status of the smaller colleges these days? Presidents of several of these, at a meeting of the North Central Association of Colleges, answered this question. To meet shrinkages in incomes from endowments and fees, these schools have consolidated curricula, adding strength thereby; trimmed budgets and effected campus economies; dropped a few instructors and made up losses in part-time students by increases in full-time enrollments. The brunt of the hard times has been felt, these educators believe, and the colleges have bettered themselves by their thorough appraisals of what they offer.

Pupils Climb Mountain to School

GREENVILLE, S. C. — Mountain Hill School, seven miles from a highway, atop Glassy Mountain, bids for the title of the state's most isolated school. It has just closed a seven-months session during which eighteen pupils walked from one to two-and-a-half miles daily to learn the three R's. Mrs. C. H. Osteen, the school's teacher, walked seven miles twice a week in her professional duties. Each Monday she left her Greenville home for Calaham Mountain, where she took a path that led to the school. She stayed in the community during the week. The school is owned partly by the state and partly by the Mountain Hill Baptist Church.

STANLEY KING PICKED AS AMHERST PRESIDENT

AMHERST, Mass.—Stanley King, of Boston, has been elected the eleventh president of Amherst College by the board of trustees. The new president, who is forty-nine, is the son of Henry A. King, a graduate of Amherst in 1873, and a former judge of the Massachusetts Superior Court. Mr. King was graduated from Amherst in 1903, after completing the four-year course in three years, with the rank of summa cum laude. He was a member of Phi Beta Kappa and Delta Kappa Epsilon Societies. He entered the Harvard Law School in 1904, and completed the three-year course in two years, receiving the degree of Master of Arts. He was a member of the Harvard Law Review, and was admitted to the Massachusetts Bar in 1906. From 1906 to 1917 Mr. King was with the W. H. McElwain Company of Boston, living abroad in 1914-1916. In 1917 he was in Washington as a member of the committee of supplies, council of defence. Later he became special assistant to Newton D. Baker, secretary of war, and afterward private secretary to Mr. Baker. In 1919 he became a member of President Wilson's Industrial Conference Board, and became secretary of the board. With Herbert Hoover and Owen D. Young he prepared the reports of this board. In 1920 Mr. King returned to the W. H. McElwain Company, and on the sale of this concern to the International Shoe Company in 1921 became Eastern manager of the International. He retired in 1927, and since then has devoted himself largely to Amherst College and other public activities.

Would Teach Youth Dangers of Avarice

HARTFORD, Conn.—The business depression resulted from avarice as much as from poor business planning, in the opinion of Henry G. Russell, teacher in the Bulkeley High School here. "To teach the youth," he asserted, "that business exists for mankind, not mankind for business, is to impart a valuable lesson during the years of character formation. Such teaching should be productive of socially significant results." Admitting that the business graph was a "prosaic thing," ordinarily, Mr. Russell held that under the skill of an able teacher "it may become as electrified as a live wire, an ascent on which human beings laugh and shout and fight as they scramble for gain, and a descent on which these same creatures of flesh and blood cry and swear and tear their hair as they lose all they once owned."

Teachers Held Exempt From Ban on Pay Rises

ALBANY, N. Y. — Public school teachers need not feel concerned about the new state law effecting a moratorium on automatic salary increases for state workers, Attorney General John J. Bennett decided. Mr. Bennett transmitted to the Education Department an opinion that the automatic salary increases for teachers were exempt from the law. His letter to Dr. Ernest E. Cole, deputy commissioner of education, said: "Chapter 50 of the laws of 1932 suspends temporarily any increase in salary or wages of officers or employes in the state service. That, in our opinion, does not apply to public school teachers. Teachers are employed and their salaries fixed according to law by local boards of education and local school district authorities. The state contributes toward their salaries, but does not hire or discharge teachers." The moratorium was passed by the legislature and signed by Governor Roosevelt to effect an annual saving of $967,000.

Stalin's Schoolgirl Wife Cited for Cutting Classes

MOSCOW.—Mme. Josef V. Stalin, young wife of the virtual dictator of Soviet Russia, has been cited publicly for cutting classes and for delinquency in returning library books in the All-Union Industrial Academy here, where she is studying to become an expert in artificial silk manufacturing. Under her maiden name of Nadaya Alliluieva, by which she is enrolled—few of the several hundred students know that she is Mme. Stalin—she appears on the current list of those guilty of missing classes without adequate excuse. Her name appears also among the list of students who have failed to return borrowed library books.

German Kindergartens Call for Girl Teachers

BERLIN.—According to the Berliner Tageblatt there is still one profession for women that is by no means crowded. The position open is that of kindergarten teacher in the country. It is contended that while the large cities and even small townships have their kindergartens in plenty, many districts on the country side are destitute of this instruction and occupation for the tiny tots. A Froebel house has been opened in Schweina in Thuringia which receives girls and trains them for the profession of kindergarten teacher at a nominal charge. When the course is finished there is every chance of the young teachers finding employment in various places in the country.

Grasshopper Eggs Sold by Girl Student

OMAHA, Neb.—Last summer boys in the grasshopper-infested sections of Nebraska earned pocket-money by catching hoppers and selling them for fish bait. A young woman at the State Teachers' College at Kearney has found a new source of profit in the same insect. Each zoology student was told to bring in specimens of grasshopper eggs. A late spring freeze and snow interfered with the digging, but the young woman had foreseen the probable situation and had gathered a pailful of egg pods, which she peddled to fellow-students at ten cents a dozen, saving the day for the delinquents, and making a nice profit for herself.

Teaching Courses Will Be Stiffer

ALBANY, N. Y.—The day is approaching when a college degree will be required of every person seeking a license to teach in the elementary schools of New York, according to Dr. J. Cayce Morrison, assistant State Commissioner for Elementary Education. Dr. Morrison said it was probable that the state within a few years would extend the standard for preparation of elementary teachers from three to four years in normal school or college. While such a change surely will be made within ten years, it "probably will come in a good deal less time," he said. "We can't get the kind of teachers we want with three years' training."

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Failure System Called Dangerous

NEW YORK. — The hazards involved in keeping a pupil from promotion because he has failed in a subject have been summed up by the National Committee on Mental Hygiene. Its bill of particulars against the practice says: "Continued repetition is useless to the very dull child, who is unable to profit from any number of repetitions if the work is too far beyond him; disregards the possibility of finding a place in the school system where he can make regular progress, as in an opportunity class; and increases his discouragement and sense of inferiority."

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LOWER PRICED TRAVEL

Steamship Companies Revise Passenger Rates

BRUSSELS, Belgium.—In the hope of developing much new business steamship companies sent representatives to the North Atlantic Passenger Conference here to consider ways and means. No sooner had the conference opened than the United States lines (not a member of the conference) announced in New York a twenty per cent. cut in all classes on their three largest liners. Steamship companies of the conference immediately met the issue by reducing their passage rates on an average of twenty per cent. in all classes.

The lines thus affected include North German-Lloyd and Hamburg-American, Compagnie Generale Transatlantique (French Line), Canadian Pacific, White Star, Red Star, Atlantic Transport, Italian Lines and Cunard. The Cunard line had been agitating for cut prices for some time, and only recently introduced installment-plan ticket sales.

Third-class one-way passage to British ports on the Cunard line is now $68, and to France $71.50 with round trips $122 and $126 respectively. A trip to France on the Rochambeau (cabin-class) can be had for $110. A first-class trip on the Homeric costs $168. On the Berengaria the Prince of Wales suite has been reduced from $2,430 to $1,267.50. These rates apply year round, and are not subject to the usual summer increase.

Average minimum rates now are: First class, old rate $250, new rate $200; cabin, formerly $165, now $132; second class, was $152, is $120; tourist, $132, cut to $108; third class, $79.50, now reduced to $71.50.

Up-to-Date Professor Objects to "Freak" Idea

NEWARK, N. J.—Professor Sidney A. Cook, of the New Jersey College for Women, is "tired of being looked at as if he were an exhibit in a wax-works museum." "I don't peer over the tops of my bone-rimmed glasses at my classes, and read my notes of ten years ago in a high, squeaky voice," he said. The 1932 professor is as different from the 1890 variety as "Rumba" is from "Waltz Me Around Again, Willie," he declared. The dry-as-dust pedagogue and the fuss-budget are disappearing along with the dodo bird and the model T Ford, he said.

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College Endowments Rise Despite Slump

NEW YORK.—The increase in endowment funds of fifty leading American universities and colleges in the past ten years has amounted to 113 per cent., or from $433,244,000 in 1922, to $923,522,000 in 1931, a gain of $490,278,000. Last year, when the general effects of the depression were being widely felt, the endowments of these institutions increased 5.6 per cent., or $48,900,000. These figures are brought out in an analysis of college endowments by Wood, Struthers & Company, which shows that during the ten-year period the increases each year ranged from 4.09 per cent., or $17,700,000, in 1922, to a maximum of 10.58 per cent., or $83,726,000, in 1930.

Massachusetts State College Limits Students

AMHERST, Mass.—Limitation of freshman enrollment to 300, seventy-five of whom are to be girls, and a total enrollment in the four-year degree courses of not more than 850, has been announced for the next year at Massachusetts State College. Robert D. Hawley, secretary, said that on recommendation of a special committee to study the enrollment problem, the board of trustees has adopted the restrictions "in view of the unusually large number of applications for entrance in the four-year course and the impossibility, under existing appropriations, of accepting all qualified applicants." The limitation of girls was attributed to "lack of suitable housing facilities." Enrollment for the four main classes last year was 756, an increase of twenty per cent., and indications are that the quota of 850 students for next year will be filled. This would mean an increase of thirty-five per cent. in two years.

A SUMMER CRUISE TO THE MEDITERRANEAN

BOSTON.—The educational value of travel is nowhere better represented than on a Mediterranean voyage to lands which comprise the cradle of civilization. The educational advantages of such a trip have been developed to an unusual degree in the program of a comprehensive cruise arranged for the coming summer. In sixty-two days, starting July 2, the voyage of this "university afloat" includes visits to all the bordering countries and a number of islands of the great Inland Sea.

This voyage, combining the adventure and advancement of Mediterranean travel, will be made on the President Johnson, one of the famous world-cruising steamers of the Dollar Steamship Lines. The ship has been especially chartered by the James Boring Company, and the cruise will be personally conducted by James Boring, assisted by a number of prominent educators, in addition to his staff of travel experts.

Among the courses which may be offered for college credit will be several in history, art and archaeology, and literature, each with particular reference to the Mediterranean basin.

In keeping with the vacation spirit of the voyage there will be an elaborate program of entertainment, gay and serious.

No New Teachers In New York City

NEW YORK.—A hint that there would be no additional appointments of teachers in the public schools here next fall as a measure of economy was contained in a form letter sent out recently by Dr. Charles W. Lyon, associate superintendent in charge of appointments. "It is not definitely known," Dr. Lyon wrote, "whether it will be possible for the Board of Superintendents to recommend appointments and promotions for the term beginning in September." Dr. Lyon continued with suggestions for the teachers' procedure, in case appointments were made. It has been hinted before that the school authorities might increase the size of elementary school classes rather than appoint new teachers next fall.

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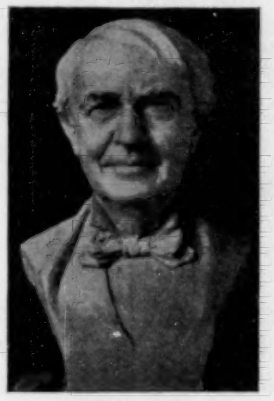
EQUIPMENT NOTES

A Bust of Edison

One of the latest and finest pieces of sculpture to be made available to the schools by P. P. Caproni and Brother, Boston, is a bust of Edison,



offered in several sizes. The original, by Walter Russell, is said to be the best, if not the only, adequate representation of the great inventor in statuary form. It shows not only the deep thinker, but the genial, kindly man. Caproni's reproductions of statuary are noted for their inclusion of typical and inspiring works of art, and for the faithfulness of the copy. The bust of the late Thomas A. Edison is a typical example of the work which has made the name of Caproni a favorite with schools the country over. "The Pioneer Woman" is another example of the selective output of this company.

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A Burroughs "Addition"

The name "Burroughs" has so long been a hallmark of quality in the making of adding machines and bookkeeping devices, that the public will regard with interest and confidence the latest product of the Burroughs organization—a typewriter.

Particular merits claimed for this machine are: sturdiness of construction; light, positive key touch; paper grips which permit writing to the end of the sheet; a balanced shift which moves

only the platen; and an extra wide carriage on regular model, permitting a written line ten inches long.

Full information may be had from Burroughs Adding Machine Company, Detroit, Michigan.

Why the Summer School?

(Continued from page 353)

to learn new devices and methods of teaching. Education, if it is anything but a dead thing, must change. Summer schools all over the country are emphasizing the presentation of new methods and new devices of teaching for the benefit of teachers who wish to keep in touch with the best resources available for those who—as do all true teachers—wish to grow in efficiency.

A fourth form of opportunity in summer schools—and this by far the most important—is the teacher's chance to enlarge his background and deepen his knowledge of the subject which he teaches. After all teaching is an *art*, and the one thing that will save a teacher amidst the drudgery of the common round and daily task is to *grow*. Not methods, or devices, but constant strengthening of the teacher's grip on the *subject* which he is teaching, enlargement of his knowledge of that field and the literature about it, and enrichment of his equipment by a constant widening of his background in culture, will ensure this vitality. For it is not elaborate organization of buildings, "executives" and systems of study that we have to thank for what we derive from any process of education: it is the spirit, the conscience, and the equipment of the individual teacher. Here is where the summer schools should and do perform their greatest service to the teacher—they provide, to a greater or less extent, springs of refreshing whence the teacher, if he will, can draw draughts of fresh inspiration for his task.

Grins Between Grinds

Fourth Dimension

"Dad, what does it mean here by diplomatic phraseology?"

"My son, if you tell a girl that time stands still while you gaze into her eyes, that is diplomacy. But if you tell her that her face would stop a clock you're in for it."

• •

Folly

After memorizing Joyce Kilmer's poem, "Trees," one of the children in the English class wrote this in the test:—

"Poems has made a fool of me,
But only God can make a tree."

• •

Lost and Found

"'Artford, 'Artford," called out the conductor.

"You've dropped an 'h'," said a passenger.

"That's all right, sir, we'll pick hit up hat Hamherst."

• •

At P. T. A. Party

Mother—"I saw you talking to all the ladies when you passed the cookies, Paul."

Teacher—"Yes, that was polite, Paul. What did you say to them?"

Paul—"I said, 'Take *one*.'"

• •

Not So Strange

Teacher (looking over Teddy's homework)—"I don't see how it's possible for a single person to make so many mistakes."

Teddy (proudly)—"It isn't a single person, teacher. Father helped me."

• •

Medical Sandwich

At dinner she had a doctor on either hand, one of whom remarked that they were well served, since they had a duck between them.

"Yes," she broke in, "and I am between two quacks."

Then silence fell.

• •

Communication Cut

The railway line was flooded on account of heavy rains, and the traveler was obliged to break his journey, stopping at a small village. Making his way to the inn he said to the proprietor: "This is like the Deluge." "The what?" "The Deluge—haven't you read about the Deluge and Noah and the Ark?"

"No," answered the innkeeper, "we've had no papers here for three days."